**Self-evaluation safeguarding toolkit for schools** (September 2019)

This self-evaluation toolkit contains a range of checklists to support self-evaluation. The intention is **not** for a school to complete all sections at once, but to use each section to support school monitoring of a range of safeguarding aspects e.g. first aid and medicines. The information presented comes from KCSIE 2019, The Ofsted Framework and safeguarding documents and feedback to schools from a range of agencies over time.

Red font indicates changes or greater focus made in Sept 2019 based on **Keeping Children Safe in Education 2019 and Ofsted documentation** (and also reinforces aspects in the EIF e.g. behaviour)

**This checklist should be read alongside:**

* LDBS ‘Keeping Children Safe in Education 2019 update’.
* Keeping Children Safe in Education 2019
* Working Together to Safeguard Children
* What to do if you are worried a child is being abused – advice for practitioners
* Ofsted ‘Inspecting safeguarding in early years, education and skills’ settings May 2019

Additional suggested reading:

* Guidance for Safer Working Practice for Adults who work with children and Young People in Education (May 2019)
* Teaching Online Safety in schools (DfE 2019)

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**STATUTORY POLICIES/DOCUMENTS/PROCEDURES Policies to be regularly reviewed (evidence needed) and evaluated for impact.**

**‘Leaders and managers have put in place effective child protection and staff behaviour policies that are well understood by everyone in the setting’** Ofsted 2019

|  |  |  |
| --- | --- | --- |
|  | Y/N | Review date/comment |
| **Child Protection**- See the separate CP Policy checklist in this documentp5-7 |  |  |
| **Behaviour** - needs to be on website (see behaviour section for updated information) |  |  |
| **Staff behaviour policy (or code of conduct)** which should include the acceptable use of technologies, staff/pupil relationships and communications including the use of social media (see para 57)  Suggest schools also refer to and/or adopt the updated Guidance for Safer Working Practice for Adults who work with children and Young People in Education (May 2019) to support this |  |  |
| **The school response to pupils who go missing from education - including holding more than one emergency contact for each pupil** (also refer to DfE children missing education document) |  |  |
| **Central record of recruitment and vetting check (SCR) (see separate section)** |  |  |
| **Complaints procedure statement/policy -**needs to be on website |  |  |
| **Health and safety- pupils, staff and visitors** |  |  |
| **Premises management documents-** e.g asbestos, fire safety and statutory testing |  |  |
| **Risk assessments**  ‘Leaders and staff make clear risk assessments and respond consistently to protect children and learners while enabling them to take age-appropriate and reasonable risks as part of their growth and development’. Ofsted 19   * must be carried out for ALL volunteers to decide whether a DBS is needed and must be recorded * need to be in place for: the school site, visits, safer working practices e.g. working alone (music tuition), curriculum, working with aggressive or violent parents (if required) and for external curriculum providers working in school |  |  |
| **Relationships and sex policy-** this to include the likelihood of disclosure andhow to respond to this. New legislation comes into force in September 2020. |  |  |
| **Special educational needs information report** needs to be on website- suggest links to CP/safeguarding policy & vulnerability of SEND pupils |  |  |
| **Statement of procedures for dealing with allegations of abuse against members of staff**  all staff and carers to have a copy of, and understand, the written procedures for managing allegations (Ofsted s/g doc 19 ) |  |  |
| **Supporting pupils with medical conditions** -this can include Intimate Care procedures- include notification of parents |  |  |
| **Whistleblowing:**  Although there is no statutory requirement for schools to have a whistleblowing policy, there is “an expectation that ‘Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college’s senior leadership team’. (p15 KCSiE)   * Staff understand the whistleblowing policy and know how to manage concerns about the practice of adults in respect of the safety and protection of children and learners– NB new link to the NSPCC Whistleblowing hotline |  |  |

|  |  |
| --- | --- |
| **SUPPORTING POLICIES/DOCUMENTS/PROCEDURES, for consideration to support safeguarding** ( **non-statutory)** | |
| **Preventing radicalisation** -not statutory to have a distinct policy but should be clear in the CP/safeguarding policy and should include **Prevent training information, and school procedures, including links to external agencies.** |  |
| **Visitors to school policy and procedures:** (see para 22 Ofsted 19)   * visitors to the school are suitable, checked and monitored e.g. external speakers at school assemblies |  |
| **Safer recruitment** (can be incorporated within the CP and safeguarding policy-see SCR/ safer recruitment section) but there ‘should be written procedures in place (KCSiE 19 para 92) for staff and governors on recruitment expectations which meet legal requirements |  |
| **Attendance-** **Children missing from school**- **must also be included in** **induction** see CP and policy sections |  |
| **Non-collection of pupils** – are clear and procedures in place and are they consistently applied? |  |
| **EYFS** – schools are not required to have a separate policy to cover EYFS requirements but should ensure that specific EYFS safeguarding requirements are in place. These can be noted in the whole school CP and safeguarding policy (see p5-7) |  |
| **Online safety-** ensure there is a clear policy on the use of mobile technology in school  Review your policy and practice to include information in the DfE document ‘Teaching Online Safety in school’ 2019 |  |
| **Guidance for staff on safer working practice**- can be part of your staff code of conduct e.g. working alone with pupils, staff providing intimate or personal care to pupils -may have implications for supervision. Refer to the 2019 document |  |
| **Use of physical intervention -**focus on the school’s approach to minimising the use of reasonable force- e.g. the use of individual plans to minimise intervention and the schools’ cautionary approach to its use |  |
| **Providing first aid and administration of medicines** (if not elsewhere) |  |
| **Drug and substance misuse** (if not elsewhere) |  |
| **Issues which may be specific to a local area or population** (gangs, FGM)- likely to be in CP/sg policy |  |
| **Use of images of children** (if not elsewhere) |  |
| **School security and school site safety-** opening gate times, non-collection of pupils |  |
| **Staff handbook –** ensure CP and safeguarding have a high profile with key information |  |
| **Safeguarding guidance for volunteers, supply teachers and visitors-** DSL, how to report, confidentiality etc |  |
| **Safeguarding induction checklist –** refer to CP section to ensure all elements are included in your induction of staff |  |

**CHILD PROTECTION POLICY** (by law schools MUST have a Child Protection policy but most schools now generally call it a ‘Safeguarding and CP policy’ to incorporate the wider aspects of safeguarding noted in KCSiE.) There is no statutory checklist for a CP policy, although KCSiE 19 notes some aspects which should be included. This and best practice information (gained from a range of experiences) is listed below. Your policy should take account of its local context and reflect how the school responds to this. This does not mean that schools cannot use model policies but these should be adapted to reflect the school’s own context, needs and procedures.

|  |  |  |
| --- | --- | --- |
|  | YN | Comments |
| The policy is reviewed annually & is in line with government guidance and refers to locally agreed multi-agency safeguarding arrangements put in place by the 3 Safeguarding Partners (police, social care & health) |  |  |
| The policy refers to KCSIE 2019 and linked legislation and reflects the Ofsted EIF and safeguarding guidance |  |  |
| It contains clear aims, and clearly indicates key names and contact details (DSL, Deputy DSL(s) Safeguarding Governor, Chair of Governors, LA, NSPCC hotline (note updated link 2019), Social Care, Police link, Prevent link) |  |  |
| Clearly outlines the **role and responsibilities of the DSL** (Annex B KCSIE 2019)  Including undertaking online safety and Prevent awareness training, clarification on availability when the setting is in operation – (ideally in person but schools should define what ‘available’ means and whether in some circumstances availability via phone or Skype etc is acceptable) and responsibilities with regard to the child protection file |  |  |
| Clearly outlines the **roles and responsibilities of the Governing Body/** **proprietors /management committees** including ensuring pupils are taught about safeguarding, including online safety |  |  |
| Outlines **staff role and responsibilities** (p5 KCSiE 2019)   * Staff know how to identify and report and record possible or actual instances of abuse-**the policy should outline these steps clearly, including how to deliver concerns** * Staff understand that they should act upon their concerns immediately (p11 para36 KCSiE 2019) * Staff understand that they cannot promise confidentiality and will always act in the interest of the child |  |  |
| The policy is available publicly either through the school website or by other means (not statutory to have on website but v helpful) |  |  |
| All references to the LSCB have been removed and updated. Information relating to **Safeguarding** **Partners has been included** with an explanation of who they are and referral procedures to social care |  |  |
| There are clear links to other relevant policies for further information e.g. online safety, behaviour, RSE |  |  |
| The policy refers to the following aspects (in no particular order): | | |
| **Upskirting-** staff need to know both what this is and to understand its impact (on pupils and staff.) They need to know it is now a criminal offence. If you are a ‘no-phone’ school you still need to ensure that staff know how to respond to disclosures about this. |  |  |
| **Serious violence-** all staff should be aware of the indicators which may signal that pupils are at risk from, or are involved with serious violent crime.NB it is important to remember that grooming processes are similar for all forms of child exploitation: criminal, **county lines,** sexual and radicalisation. |  |  |
| **Child sexual (CSE) and criminal exploitation (CCE)-** note grooming processes above |  |  |
| **Do staff and leaders understand local safeguarding risks, including CSE and CCE (above) and the potential risk of county lines? Have particular groups/pupils been identified as being particularly vulnerable to risk of child exploitation? What action is being taken to keep these pupils safe?** |  |  |
| **The Prevent agenda –** note grooming processes above  Makes specific reference to the school’s awareness of its duty to prevent people being drawn into terrorism and to cooperate with Channel panels- to assess local risk, identify at-risk pupils/students and keep them safe on line – (could also include info for staff how referrals are made to Prevent team, CP assessment team and the voluntary Channel programme)   * it details the school’s own approach to protecting pupils from the risks of radicalisation? * it shows how the school considers local risks and shapes the curriculum to support pupils in learning about the risks of radicalisation e.g. through online safety? * it notes staff training – including online safety training? (see induction and CP) * it explains referral approaches used by the school, which are in line with local guidance |  |  |
| **Honour-based violence** the policy clarifies that this includes FGM and forced marriage (see KCSiE 2019) |  |  |
| **FGM** – (see above) notes that all staff should raise any FGM concerns with the DSL (or DDSL) and should understand their mandatory duty to report FGM disclosures |  |  |
| **Peer-on-peer abuse**:  The policy explains what the school will do to minimise the likelihood of peer-on-peer abuse happening and covers:   * procedures to minimise the risk of peer on peer abuse; * how allegations of peer on peer abuse will be recorded, investigated and dealt  with; * clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported; * a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up” * recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and * the different forms peer on peer abuse can take, such as:   + sexual violence and sexual harassment. (see **Part 5** KCSIE 19 for how schools should respond)   + physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;   + sexting (also known as youth produced sexual imagery): the policy should include the school or college’s approach to it. Refer to screening and confiscation advice and responding to sexting incidents for schools   + initiation/hazing type violence and rituals. |  |  |
| **SEND**  The policy reflects an understanding of the additional barriers that exist when recognising the abuse of pupils with SEND and how the school overcomes these barriers and supports pupils in keeping safe.  Schools should consider extra pastoral support for SEND pupils – *what has your school got in place and does your policy state this?*  The policy should note an understanding and acknowledgement that these pupils:   * are more prone to peer group isolation than other children * are disproportionately impacted by behaviours such as bullying, without showing outward signs of this * have communication barriers and how the school supports them in overcoming these barriers   It should also stress that there will be NO assumption by school staff that any changes in pupils’ behaviour will relate only to their special needs and disability and will be explored to ensure that they are not facing additional safeguarding challenges. |  |  |
| **‘Early Help’** – includes an explanation of Early Help and what this means in your school - DSL will generally take the lead on this but **all** staff should know the procedures (see p 7 para 18 for a breakdown of elements to consider) |  |  |
| **Pupils missing from school** -includes reference to procedures to respond to children missing school and that where reasonably possible the school will have more than one emergency contact number for pupils (p79 Annex A)  *The setting has clear policies and procedures for pupils who go missing from education, particularly those who go missing on repeat occasions’ (Ofsted p12)* |  |  |
| **Looked after,** **and previously looked after children** – notes the vulnerabilities of these pupils |  |  |
| **The Curriculum** (refer to curriculum section also)  **Outlines how the curriculum supports pupils in learning to keep safe and adopt safe practices** as part of a broad and balanced curriculum, e.g. online safety, PHSE and SRE  Review policy and practice for teaching online safety in school in line with the DfE ‘Teaching online safety in schools’ document 2019 including use of technology beyond school |  |  |
| It includes **staff/pupil relationships and communications** including use of social media and the use of reasonable force. |  |  |
| **EYFS**: It includes explicit reference to safeguarding aspects in the EYFS (if not where is this information?) e.g.   * The use of mobile phones and cameras in the EYFS setting (staff, pupils and parents)\* * Guidelines (as noted in Statutory framework for EYFS 14) in the event of children going missing in the care of the provider. * How staff promote young children’s understanding of how to keep themselves safe from relevant risks and how this is monitored across the curriculum (see EYFS section) |  |  |
| **Training** **and induction** – how this is provided to staff, including DSLs, and what steps are taken to bring policy and procedures to the attention of temporary staff and volunteers (see CP section and para 13 KCSiE 2019) |  |  |
| **Allegations-**The policy distinguishes between the steps that should be taken in the case of an allegation against staff members, and those that should be taken if the allegation is about the Headteacher |  |  |
| **School ethos-** Outlines how staff and pupils are enabled to talk freely about concerns, in the belief that they will be listened to and appropriate action taken i.e. Whistleblowing policy, trusted adults, worry boxes |  |  |
| **Reporting (and recording) concerns** – procedures are clear for staff if they have concerns |  |  |
| Explains how the policy is monitored and evaluated- include staff voice in review |  |  |
| Outlines the school’s approach to safer recruitment information i.e. risk assessments for volunteers (if not elsewhere) |  |  |

**SCR CHECKLIST TO SUPPORT SCHOOLS** NB the SCR can be in either paper or electronic form but must be kept securely **(see appendix C for a simple ticklist to support monitoring)**

There is no set format required but certain elements, **noted in bold must, as a minimum,** be on the SCR. (Please refer to part 3 KCSiE 19 for more detail and the appendix for a checklist for governors) **There must be procedures in place to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to s/g concerns- or would have been if they had not resigned. THIS IS A LEGAL DUTY**

**MATs**: there is no requirement for individual schools to have separate SCRs but ‘the information should be recorded in such a way that allows for details for each individual academy to be provided separately, and without delay, to those entitled to inspect that information, including by inspectors (See KCSiE 19 para 153 page 43)

|  |  |
| --- | --- |
| The **GB ensure**s that the school continues to hold and maintain a SCR that complies with statutory safeguarding requirements Is there a named signatory? Is the SCR signed when monitored? |  |
| **The SCR shows that:** | |
| **Identity checks have been carried out, and the date? only use photo ID and ensure you see evidence of address**  schools may *wish* to record the name of the person carrying out each check, but it is not statutory |  |
| **All relevant staff have an Enhanced DBS Check** – **date check completed and certificate seen**  Please refer to p33 para 121 for an explanation of the 3 types of DBS checks.  NB the DBS certificate **must be SEEN** by the relevant school staff so that any further checks can be carried out if necessary (now sent to staff –you need to ensure that they bring it in to school) In the event of a DBS Certificate having a positive disclosure, has a Risk Assessment been carried out? And by whom?– is RA evidence kept in the individual staff file? |  |
| All relevant staff, (including teachers, support, admin and premises staff, supply staff, volunteers (where checks have been carried out on them), coaches and contractors & others who work regularly at the school have been checked against:   * **the DBS Children’s Barred List –** if a DBS certificate has not been processed before a staff member starts in school, the school should ensure that the individual is supervised and that a separate barred list check and other checks have been completed. **Date check completed** * **the DfE’s Prohibitions Order List** NB the Prohibition check now needs to be undertaken for everyone in ‘teaching work’, not just those with QTS **Date check completed** * **A Section 128 direction check** (Academies only and Governors of maintained schools) |  |
| **The SCR records qualifications** have certificates been seen?  **Where QTS is a requirement for the job has the school evidenced QTS?-** good practice to include QTS number but not statutory |  |
| **All governors have been DBS checked.** All governors have been checked against S128 because they cannot sit on a GB of a maintained school if they are on the list) (without Barred List unless in regulated activity.) You will need a new column for S128 check in the governor tab/page |  |
| **The SCR records evidence of ‘right to work’ in the UK checks?** |  |
| **Overseas record checks have been carried out on people who have lived or worked outside the UK** This includes recording checks for the EEA by using the NCTL Teacher Services system <https://teacherservices.education.gov.uk> (refer also to criminal records checks for overseas applicants on gov.uk) |  |
| **For supply staff**,( if appropriate to the SCR e.g. salaried or long term), **schools should obtain written confirmation from the agency that it has carried out the appropriate certificates,** the date the confirmation was received and whether a DBS check has been provided with respect to that staff member – page 40 flowchart |  |
| Schools can also include linked non-statutory information on the SCR which they deem relevant e.g.   * procedures to ensure that individuals are not disqualified under the Childcare Disqualification Regulations. This **MUST be done** but doesn’t have to be recorded on the SCR * volunteers * safeguarding training dates |  |
| If staff use the DBS update service   * there are procedures in place to show that permission has been obtained for the school to access the certificate * the school matches the identity of the individual and check that the original certificate is appropriate for the role (eg enhanced /barred list) |  |

**Schools do not have to keep copies of DBS certificates for SCR purposes. To support The Data Protection Act if a school *chooses* to retain a copy of the DBS certificate, it should not be kept for more than six months.**

**\*Advice:** do not leave gaps in the SCR- write *N/A* or appropriate comment e.g. *pending* and always show **when** checks are carried out and **when** evidence of the check (DBS) is seen.

Home Office FAQ’s on Overseas checks for employers and employees- <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/477235/GOV_CR_GUIDANCE_FAQs_FINAL.pdf>

**School Inspection Update (Ofsted)**  
Ofsted’s School Inspection Update, July 2017 clarified that 'HMCI has the power to look at any records kept by the school or relating to the school'.  
'If an inspector finds that the school’s single central record (SCR) meets requirements, they may choose to check a few records to triangulate that evidence. However, there is no expectation or statutory requirement for the routine checking of personnel files by inspectors'.

## Excerpt taken from teacher misconduct ([www.gov.uk)](http://www.gov.uk)) and also teacher misconduct: the prohibition of teachers 2015

## Safeguarding is when an allegation against a teacher is in any way connected to the risk of harm, or actual harm to a child. In such a case a referral should be made to the Disclosure and Barring Service.

If a safeguarding issue **also** involves misconduct by a teacher, a referral should be made to both the DBS and the TRA (Teaching Regulation Agency) the DBS will consider the misconduct and safeguarding aspects of the case respectively and in parallel

**SAFER RECRUITMENT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Y N | Evidence/comments/action |
| **There a Single Central Record (SCR) of recruitment in place (see SCR section)** | |  |  |
| The school recruits all staff, including any temporary staff or volunteers, in line with agreed and accepted Safer Recruitment Best Practice, including DBS checks and Barred List checks at the appropriate level. | |  |  |
| The school undertakes risk assessments and uses professional judgement when deciding whether or not to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity. Details are recorded. | |  |  |
| There are procedures in place to make a referral to the DBS if a person has been dismissed or removed due to safeguarding concerns or would have been if they had not resigned | |  |  |
| The school has sufficient senior staff trained in Safer Recruitment and appointment panels include at least one person trained in safer recruitment. | |  |  |
| Job advertisements and application packs state clearly that the appointment will be subject to a satisfactory enhanced DBS check | |  |  |
| All job descriptions & personal specifications state the safeguarding responsibilities of the role | |  |  |
| Written references for each candidate are taken up and viewed by the Chair of the panel prior to interview to check for s/g issues. These references are kept on staff files. NB candidates can no longer opt for the school not to contact their current employer   * Where a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving should be obtained. * Where electronic references are obtained employers should ensure they originate from a legitimate source * On receipt, references should be checked to ensure all specific questions have been answered satisfactorily. If answers are omitted or vague the referee should be contacted * Any discrepancies between references should be taken up with the candidate. | |  |  |
| Safer recruitment checklists are completed, signed as seen & kept in individual staff files and include: | | | |
| * Identity checks * Barred List Check * Enhanced Disclosure & Barring Service (DBS) * Prohibitions Order check for teachers * Disqualification under the Childcare Act (if appropriate) | * Verification of the person’s right to work in UK * Overseas record checks * Verification of qualifications * A Section 128 check for staff in Academies/free schools * Verification of mental and physical fitness for the role |  |  |
| The school checks that an agency worker presenting at the school is the same person for whom the agency has provided checks for (and record this check has happened). | |  |  |
| The school has obtained, and holds on record, written confirmation from supply agencies and/or contractors that their staff are positively vetted in line with Safer Recruitment Best Practice Ensure Disqualification and Prohibitions in particular – not always the case | |  |  |
| The school ensures that the SBM/SAO understands safer recruitment requirements- this helps to ensure that no gaps exist in school procedures but is not statutory | |  |  |

**CHILD PROTECTION AND SAFEGUARDING - general overview checklist** (most aspects are also repeated elsewhere in the document)

***“There is a culture of vigilance where children’s and learners’ welfare are promoted and where timely and appropriate safeguarding action is taken for children or learners who need extra help or who may be suffering or likely to suffer harm.”***

“*There is a strong, robust and proactive response from adults working with children and learners that reduces the risk of harm or actual harm to them. Adults working with them know and understand the indicators that may suggest that a child, young person or vulnerable adult is suffering or is at risk of suffering abuse, neglect or harm and they take the appropriate and necessary action in accordance with local procedures and statutory guidance.’* Ofsted 2019

|  |  |  |
| --- | --- | --- |
|  | **Y/N** | **Evidence/comments** |
| The school makes its commitment to and expectations regarding safeguarding children and promoting the welfare of its pupils clear to children, parents, staff, volunteers and governors. How? |  |  |
| Since the last inspection have there been any safeguarding incidents or allegations that have been resolved or which are ongoing? If so:   * Has the school evidence to show it has responded in a timely and appropriate way to concerns/allegations? * Can the school demonstrate that it has worked effectively in partnership with external agencies regarding these concerns? |  |  |
| There is a named   * Designated Safeguarding Lead (**must** be on the school’s leadership team) who champions safeguarding throughout the school * Deputy DSL (can be more than 1) * Safeguarding governor (can be more than one with clear roles) |  |  |
| The job descriptions of the DSL/ Dep DSL explicitly include & set out the duties of the role |  |  |
| The DSL and Dep DSL are given the appropriate resources (time, funding, training and support) to carry out the duties of that role, including the time to attend strategy meetings, case conferences and core group meetings |  |  |
| The Headteacher ensures policies and procedures adopted by the GB are fully implemented and followed by staff. |  |  |
| **Reporting concerns:**   * All staff/pupils/parents/volunteers/governors feel safe to raise concerns about unsafe or poor safeguarding practice and are clear about the school procedures for what to do if they have concerns over the welfare of a child or member of staff and know the signs of abuse i.e. there is a clear reporting system / procedure if a member of staff, parent or other person has concerns about the safety of children or staff. * Staff understand that they cannot promise confidentiality and will always act in the interest of the child * Staff understand that in exceptional circumstances they can speak directly to Children’s social care. They understand the difference between a 'concern' and 'immediate danger or at risk of harm’ and know how to respond accordingly |  |  |
| There is a protocol for ensuring all **volunteers** will be supervised in school if they don’t have an enhanced DBS. |  |  |
| **Information sharing** There is clarity about the school’s policy and the law relating to the sharing of information- confidentiality, breach of position of trust (e.g. need-to-know basis)  All staff must be aware that new information sharing needs to be necessary, proportionate, relevant, and, adequate. It needs to be accurate, timely and secure. How are staff made aware of this? |  |  |
| There clear systems and procedures for identifying and monitoring pupils who may be at risk |  |  |
| The school has appropriate safeguarding arrangements in place to respond effectively where a child has gone missing, especially where this happens repeatedly. All staff should understand the importance of, and know the procedures for this. |  |  |
| There are systems in place for the **child’s voice** to be heard and considered when determining action. These systems must allow children the ability to express their views and give feedback. |  |  |
| Pupils are informed, supported and protected about the action the adult is taking to share their concerns |  |  |
| **Links with other agencies**:   * The DSL knows and understands the new multi-agency ‘safeguarding partner’\* arrangements in addition to working with other agencies to support pupils’ well-being and safety. This is shared with staff. * The school supports inter-agency working to safeguard children by regular attendance at Child Protection conferences and reviews and, if appropriate, by attending other professional meetings * The DSL considers information sharing in advance of transferring the CP file. |  |  |
| **Allegations** *‘All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child or learner.’* Ofsted  All allegations must be referred to the LADO promptly. A record of that referral is retained and evidence of prompt actions noted against agreed actions |  |  |
| A member of the Governing Body, (usually the Chair), is nominated to liaise with the Local Authority on certain CP issues e.g. allegation of abuse against the Head. |  |  |
| All staff have a copy of, and understand the written procedures for, managing allegations of harm to a child |  |  |
| **Peer-on-peer abuse:** consideration is given to what support might be needed for the perpetrators as well as the victims. |  |  |
| **Staff**   * **All staff, including supply staff and volunteers, have been issued with and read the Part 1 summary of *Keeping Children Safe in Education 2019 and Annex A (advisable)* and have discussed the 2019 additions-** Safeguarding Partners, upskirting, serious violence and clarification on honour-based violence * Staff *‘know how to make a complaint and to manage whistleblowing or other concerns about the practice of adults in respect of safety and protection of children and learners’* Ofsted 19 * All staff have access to and know about the NSPCC whistleblowing hotline – updated link 2019 * Staff understand the many aspects of safeguarding i.e. Early Help, forms of Peer-on-peer abuse, additional vulnerabilities of SEND pupils, FGM, radicalisation, local context and new/clarified aspects in KCSIE 2019 |  |  |
| **Technology (see curriculum section)**   * Leaders oversee the safe use of **technology** when children and learners are in their care and take action immediately if they are concerned about bullying or children’s well-being. * Staff understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. |  |  |
| **Training (CP and safeguarding, safer recruitment and first aid)** (Evidence is to hand) |  |  |
| The DSL and Dep DSL attend appropriatesafeguarding training every two years and have updated annual training. |  |  |
| * All staff receive regular updated training. In addition, they receive safeguarding and CP updates, at least annually, on a range of aspects, to provide them with the relevant skills and knowledge to carry out their safeguarding responsibilities. * There are systems in place to ensure that absent staff receive any training missed * Staff contribute to and shape safeguarding procedures and the CP policy * Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk. |  |  |
| The school can provide **evidence** for all safeguarding and CP training (Good practice to have a central training log with dates, names and course title.) |  |  |
| At least one staff member or governor is trained in safer recruitment (see Safer rec section) |  |  |
| There are sufficient staff trained in first aid for staff, pupils and EYFS children- see first aid paragraph |  |  |
| **Staff Induction and communication**:  The school ensures that **all** new staff (and existing staff) including office staff, supply staff and volunteers, undergo safeguarding and child protection training including online safety at induction and that this training is regularly reviewed. Policies and communication **should** include (see paras 13-17)   * The school’s safeguarding and CP Policy * Staff Behaviour Code – should include acceptable use of technology, staff pupil relationships, communications and use of social media * The school behaviour policy * Part 1 of KCSiE 2019 (and Annex A to support understanding)- including the identity and role of the DSL * The school response to children who go missing from education * The local early help process and understand their role in it * All staff should be aware of the referral process (CIN and CP) and the role they may be expected to play in this * What to do if a child discloses that they are being abused and the requirement to maintain an appropriate level of confidentiality. They should know to never promise a child that they will not tell anyone. * Other pertinent policies and documents e.g. School behaviour policy, attendance, school visits, medicines, Safer Working Practice (Best practice in this area is for staff to sign to confirm the receipt of these and any other induction documentation, policy or guidance and that by signing they will undertake to read them and that this is held in staff files or centrally). Evidence for this? **Remember – culture not checklists**   How quickly does induction take place/ before staff start? How do leaders know that this induction has been effective? i.e. staff fully understand policies and procedures rather than simply reading them |  |  |
| The **staff handbook or equivalent** contains safeguarding and CP expectations and procedures as listed in induction above and also e.g. staff conduct, allegations, whistleblowing, missing education, online safety and other relevant information e.g. the duty to disclose disqualification information fire drills, first aid |  |  |
| **Disqualification under the 2006 Childcare Act** School leaders have made it clear torelevant staff that theymust self-declare if they are disqualified to work with young children. NB ‘by association’ evidence is no longer required. Evidence of the self-declarations (can be verbal) are recorded. They do not have to be on the SCR but this may be the best place to record this information. NB all previous D by A information should be shredded |  |  |
| **FGM:**   * The DSL and staff know they have a professional to notify police when they discover FGM has been carried out * The DSL and staff training cover the possible signs that a child has been subject to or at risk of FGM * The school has taken timely and appropriate action in respect of concerns about particular children * Staff understand that FGM is a form of honour-based violence |  |  |
| **Extremism and radicalisation**   * The DSL, DDSL and staff have attended Prevent / extremism training? * The school gives due regard to the need to prevent people from being drawn into terrorism * Staff have a clear understanding of what to look for and the school’s reporting procedures |  |  |
| **Serious violence-** all staff should know the indicators which may signal that pupils are at risk from, or are involved in serious violent crime. This includes sexual violence and harassment between pupils, both on and outside school. (This will be checked. ) |  |  |
| **Upskirting-**staff need to know what this is, that it is a criminal offence, understand its impact and know how to report it |  |  |
| **The DSL and do all staff understand, can identify and know the procedures related to:**   * the additional vulnerabilities of SEND pupils relating to safeguarding and how barriers can be overcome? * how to identify pupils who would benefit from Early Help? * Procedures for reporting and types of peer-on-peer abuse? Honour-based violence? * Child Sexual Exploitation? Serious violence? |  |  |
| **Parents:**   * Parents are made aware of CP concerns and their consent sought unless doing so would increase the risk of actual harm to a child * The school makes it clear to parents that it has a legal duty to refer any CP concerns to the relevant agencies. (Not statutory but effective in clarifying roles and responsibilities before any event occurs). |  |  |

**\*Safeguarding Partners are: Social Care, Health and Police**

**RECORD KEEPING IN RELATION TO SAFEGUARDING CP/CIN/Vulnerable pupils** Y /N comments/actions

|  |  |  |
| --- | --- | --- |
| **“Written records are made in an appropriate and timely way and are held securely where adults working with children or learners are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.”** (p7 Ofsted s/g 19) Access to the records is limited to appropriate staff e.g. DSLs |  |  |
| All concerns, discussions and decisions made, and the reasons for these decisions, are recorded in writing.  The chronology of each of the above is succinct. It notes appropriate contact details and shows separate events, actions, date and time. It indicates that appropriate swift action (including evidence of referrals to the LA and attendance at inter-agency meetings and conferences) is taken to protect pupils from further harm. Feedback to staff- actions taken are recorded (briefly and appropriately) following their reporting of a concern. |  |  |
| **A record of any referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child or learner from further harm.** |  |  |
| Records demonstrate that that staff understand when to make referrals when there are issues concerning peer- on-peer abuse, criminal or sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. |  |  |
| There is an agreed format and procedure for staff to log CP and general welfare concerns |  |  |
| A termly/annual record of referrals made to the DSL is maintained, with a note of actions taken in school and those which were subsequently referred to the LA. The record notes brief details of the resolution (Ofsted s/g doc 18) |  |  |
| There a consistency in the quality of record keeping between the DSL and DDSL |  |  |
| Records demonstrate effective identification and management of the risk of harm |  |  |
| Records are shared appropriately and with necessary consent. This information is recorded |  |  |
| School leaders record and monitor behaviour incidents, exclusion data, injuries, racist /homophobic incidents and consider these records when monitoring the safeguarding of pupils. |  |  |
| Records are transferred at key transition points with no delay. They are sent separately from the main pupil file. In addition, to the child protection file, the DSL should consider if it would be appropriate to share any information with the new school in advance of a child leaving e.g. information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.  The school ensures secure transit and confirmation of receipt. |  |  |

**LOOKED AFTER CHILDREN and previously looked after children (Children looked after) CLA**

|  |  |  |
| --- | --- | --- |
|  | Y N | Comments/evidence/ action |
| There is a Designated Teacher to promote the achievement of Children Looked After (CLA) in the school  The DSL and DT work closely together |  |  |
| The Designated Teacher for CLA has received appropriate training or knows who to contact should training needs arise |  |  |
| The DSL has the details of the child’s social worker and the name of the virtual school head in the LA which looks after the child. (KCSiE para 102) |  |  |
| Staff understand and have the key information necessary to keep CLA and previously looked after children safe E.g. the LA they come from, the child’s status e.g. access rights, contact arrangements |  |  |
| The Designated Teacher for CLA reports annually to the GB |  |  |
| School leaders and staff are aware of the additional vulnerabilities of LAC and previously looked after children and take prompt action to safeguard them when needed |  |  |

**PUPILS**

|  |  |  |
| --- | --- | --- |
| **‘Children and learners are protected and feel safe.’** (Ofsted 2019)How do you know? | Y N |  |
| ‘**Pupils can identify a trusted adult with whom they can communicate about any concerns’-** records of this, planned within curriculum? |  |  |
| * Pupils feel able to seek support from the school if they feel unsafe*How do you know?* * They report that adults listen to them and take their concerns seriously. * Procedures/people are in place to support this *e.g. worry boxes, playground monitors, circle time,* |  |  |
| Pupils **‘who are able to communicate know how to complain and understand the process for doing so’** (Ofsted 2019) |  |  |
| Pupils are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. |  |  |
| Action is taken to raise awareness of pupils in relation to a range of s/g matters including domestic abuse, sexual exploitation, online safety and radicalisation and as a result they:   * are able to understand, respond to and calculate risk effectively-e.g. keep themselves safe from bullying/the internet/ radicalisation and extremism/FGM/DV/sexual exploitation/gang activity (see curriculum section) * are encouraged to adopt safe practices |  |  |
| Pupils are taught to recognise when pressure from others threatens their personal safety and well-being and to develop effective ways of resisting pressure, including knowing where to get help. |  |  |
| Children are taught about and can understand what constitutes a healthy relationship both offline and online and to recognise the risk |  |  |
| Pupils are involved in procedures to ensure the site is secure e.g. safe movement around the school etc |  |  |

**BEHAVIOUR** (linked to pupil and curriculum sections)

Comments/evidence

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| --- | --- |
| **Adults understand that children’s poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.** |  |
| Positive behaviour is consistently promoted   * Staff use de-escalation techniques and creative alternative strategies specific to individual needs * Force and restraint are only used in strict adherence with legislative framework to protect all pupils * Pertinent staff are trained in physical restraint if/where appropriate (Ofsted) |  |
| Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children’s and learners’ behaviour. They develop effective responses as a team and review those responses to assess their impact, taking into account the views and experiences of the child or learner. |  |
| All incidents are reviewed, recorded and monitored and the views of the child or learner are sought and understood. (Ofsted) |  |
| Monitoring of the management of behaviour is effective and the use of any restraint significantly reduces or ceases over time (Ofsted) |  |
| There are effective strategies which have been developed as an alternative to exclusion.  Where pupils are excluded, school leaders take account of safeguarding risks which may arise as a result of the exclusion |  |
| Where pupils are attending off-site units to support behaviour improvement, school leaders have checked safeguarding in the unit (and the quality of education) to ensure tha the pupil ‘s behaviour and learning will improve. |  |
| The school takes decisive action to prevent and tackle discriminatory and derogatory language  The school challenges discriminatory behaviour of any sort & pupils are helped & supported to treat others with respect |  |
| The school makes effective use of behaviour monitoring and can demonstrate the positive impact of improved behaviour |  |
| Children and learners are protected and helped to keep themselves safe from bullying/homophobic, racist, sexist behaviour and other forms of discrimination. |  |
| The school routinely contacts social services about every child excluded who is the subject of a child protection plan |  |
| The changes in behaviour of pupils with SEND are not assumed only to be linked to the individual SEN or D but are also seen as possible indicators of safeguarding issues |  |
| Pastoral support is provided to support pupils with SEND so that they are less isolated and are well supported |  |
| In cases of peer-on-peer abuse, staff consider what support might be needed for the perpetrators as well as the victims |  |
| Risk assessments are in place for individual pupils with behavioural issues which could place themselves and others at risk. Pupils are supported with by action plans outlining how any identified risks will be managed  Risk assessments are used to inform decisions on whether to re-admit pupils with behavioural issues |  |

**APPROPRIATE PHYSICAL CONTACT WITH PUPILS AND USE OF REASONABLE FORCE–POLICY AND PRACTICE**

|  |  |  |
| --- | --- | --- |
| There are clear guidelines for all staff which allow them to make appropriate physical contact |  |  |
| Staff know the risks presented by incidents involving pupils with SEND and other vulnerable pupils |  |  |
| Positive behaviour support is planned for individual pupils, and agreed with parents, so as to reduce the need to use reasonable force |  |  |
| Staff members know not to be alone, not to prolong contact but also not to disengage if comfort is needed (across the whole school) |  |  |
| Are members of staff ever in a room alone with a pupil? If so, what are the school guidelines? E.g. door open, clear view inside, windows not to be covered with posters etc. (whole school) |  |  |
| Have staff received *Safer Working Practice for Adults who work with Children and Young People in Education Settings* 2019 and, if not, what guidance have they received? |  |  |

**ATTENDANCE**

|  |  |  |
| --- | --- | --- |
| Leaders and staff recognise the increased risks for pupils who are absent from school.  There are well-coordinated responses established for children who go missing from the setting  School leaders are ensure that pupils who are excluded and pupils on part-time timetables are safe from harm when they are not in school (link to CCE/county lines) Pupils who have been excluded for drug-related incidents are supported by school leaders. |  |  |
| School and local procedures for pupils missing in education and for those with poor attendance (see possible reasons above) are covered in staff induction and regularly reviewed. This includes the EYFS and 6th form |  |  |
| The school holds more than one emergency contact wherever possible  Absences are followed up and checks are made when pupils stop attending |  |  |
| The school monitors attendance of all pupils and pupil groups, including vulnerable pupils (CLA)  There is a hierarchy of first day calling to ensure the vulnerable pupils are called first  Confidentiality is maintained in terms of office staff for this. How? |  |  |
| The school can show impact of action taken to address findings from monitoring E.g. case study |  |  |
| The school notifies the LA of pupils who have been removed from the school roll, including home-schooling |  |  |
| Staff are aware of pupils who are persistently absent or missing and take appropriate action to respond to this, especially with regard to vulnerable pupils. |  |  |
| Where a child is known to Social Services the school contacts the Social Worker if the child is excluded |  |  |

**THE CURRICULUM**

|  |  |
| --- | --- |
| The curriculum provides a range of opportunities for pupils to develop skills and knowledge to understand risk and learn about keeping safe and to manage difficult situations e.g. –through PHSE, RE, British Values Citizenship |  |
| * Safeguarding is seen as a consequence of wider teaching and learning- contextual safeguarding is understood and incorporated into the curriculum * Safeguarding opportunities are mapped across the curriculum, are sequential and age-appropriate. Pupils are taught about risks and how to keep safe beyond the school site (secondary schools, pupils walking home on their own, transition to next school, public transport, safe people, local hotspots, online safety outside school)How effective is the curriculum in helping pupils to be aware of the risks linked to county lines/CCE? * The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages |  |
| Online safety and the use of mobile technology  ‘Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children’s well-being.’ (Ofsted 19)  Safe internet use is promoted across the school. There are well-developed strategies in place to keep learners safe and to support them in how to keep themselves safe. School leaders have incorporated the DfE ‘Teaching online safety in schools’ advice into the policy and practice on online safety teaching and learning.  Pupils   * are taught the dangers of internet safety including cyber bullying * are taught about making wise choices on the internet   Training:   * There is a trained online leader e.g. CEOP to support online s/g practice * The school ensures that staff receive online training at induction and regularly thereafter.   Staff   * understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. * understand the impact of new technologies on sexual behaviour e.g. sexting and accessing pornography * have an awareness of online risks and how extremists use social media to engage with young people (Every teacher needs to be aware of the threat of online activity of extremist and terrorist groups) * understand that upskirting is a criminal offence and know the school procedures for dealing with this   Staff, leaders and managers oversee the safe use of electronic and social media by adults when pupils are on site and take immediate action if concerned about bullying or risky behaviours (links to staff code of behaviour, whistleblowing policies)  There are appropriate filters and monitoring systems in place for the internet e.g. to prevent extremist material being accessed in schools - be aware of pupils using community languages to circumvent filtering- |  |
| The school supports parents in understanding how to keep their children safe online and when using mobile technology |  |

**EYFS** (please also refer the EYFS framework, in particular the welfare requirements)

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| --- | --- | --- |
|  | YN | Evidence / actions |
| Children who are unable to share their concerns, for example babies and very young children, form strong attachments to those who care for them through the effective implementation of the key person system. (Ofsted ’19) |  |  |
| Babies and young children demonstrate their emotional security through the attachments they form with those who look after them and through their physical and emotional well-being (Ofsted 19) |  |  |
| The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm. |  |  |
| Each child is assigned a key person to help ensure that every child’s care is tailored to meet their individual needs. to offer a settled relationship for the child and build a relationship with their parents (Statutory Framework for the EYFS) |  |  |
| Safeguarding and CP in the EYFS is noted in the CP policy and H&S policy  *All staff in the EYFS have been suitably vetted in line with SCR and safer recruitment policy* |  |  |
| Staff trained in paediatric first aid are available on the school premises and also on school trips at all times – ensure sufficient cover is staff are absent/on maternity leave |  |  |
| There is a designated key worker for each child who liaises with parents and provides individual support for the child. |  |  |
| Staff levels comply with statutory guidance and meet the needs of the children so as to keep them safe (1:13 in Nursery classes- 1 teacher and at least L3 qualification for another staff member) 1: 30 in YR ) |  |  |
| Staff keep children in their sight and hearing at all times |  |  |
| Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras (Ofsted 19) |  |  |
| There are specific policies for ensuring children are released to the care of their parent or other responsible adult with the parent’s consent at the end of the day  There are policies in place for dealing with uncollected pupils. |  |  |
| Staff promote young children’s understanding of how children can keep themselves safe from relevant risks across the provision. This is regularly monitored. |  |  |

**GOVERNORS-** see all other sections and Ofsted s/g doc 19 safeguarding

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| --- | --- | --- |
|  | YN | Evidence/comments/actions |
| Ensure that the DSL and DDSLs are senior leaders and are easily contacted |  |  |
| There is a nominated governor for safeguarding  This is clearly communicated to staff, parents and visitors |  |  |
| The safeguarding governor attends training to support his/her understanding of the role. Evidence? Date completed? |  |  |
| Governors have received CP and safeguarding training to enable them to fulfil their safeguarding roles and responsibilities and not to solely rely on the s/g governor |  |  |
| Governors have read Part 1 of KCSiE 2019 (Not statutory but necessary in order to understand their responsibilities) Strongly suggest they read Annex A and Part 2 – the Management of safeguarding. They know about and understand the new Safeguarding Partner arrangements |  |  |
| The safeguarding governor   * liaises with the HT and/or DSL (must be a senior leader|) to monitor safeguarding * provides the GB with regular reports on the effectiveness of s/g policies and procedures e.g. termly/annual report from monitoring activities- see appendix |  |  |
| Policies and procedures  The GB   * Reviews safeguarding policies in line with statutory requirements and timescales and ensures all statutory requirements are within the CP policy e.g. SEND pupil vulnerabilities, peer on peer abuse aspects (see checklist) early help procedures * Ensures that the induction and training of all staff meets statutory requirements * Ensures that all staff (including volunteers) know the actions to take and who to talk to if they have concerns about   -a pupil’s’ safety and/or well being  - an adult’s behaviour/conduct towards a pupil   * Uses the experience & expertise of staff when shaping/reviewing safeguarding policies * Monitors safeguarding policies for effectiveness and checks that staff are aware of them and implement them- see policy checklist, especially code of conduct, whistleblowing * Monitors the SCR and records this * Ensures that prompt action is taken to address deficiencies in safeguarding policy * Monitors and evaluates compliance with local and national safeguarding guidance including safer recruitment and training and the inclusion of the role of DSL, DDSL and all staff in job descriptions * Seeks the views of pupils, parents, staff and other governors in relation to the effectiveness of the school’s safeguarding arrangements * Responds swiftly and appropriately to concerns   Allegations  The GB   * Has a nominated member with responsibility for liaising with the LA in the event of an allegation being made against the Headteacher. * This member has attended training or at least knows who to turn to in the event of an allegation against the HT * Has a policy or procedures in place on the management of allegations against staff * Is confident that all staff have received this policy and understand it |  |  |
|  |
|  |
| Curriculum(refer also to curriculum section) The GB ensures that:   * Children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of a broad and balanced curriculum. This may also include through RSE and PHSE * The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across key stages * Contextual safeguarding is considered and acted upon. Pupils are taught about risks beyond the school, which are linked to the school and local context to keep safe beyond the school site (e.g. pupils walking home on their own, transition to next school, public transport, safe people, local hotspots and issues) and school leaders have links with local agencies to support the above. * There are appropriate filters and monitoring systems in place for the internet but not so restrictive that this limits what pupils can be taught online |  |  |
| School site   * The GB ensures the safety and security of the school site, including risk assessments, infection risks, equipment checks, movement around the site, start and end of day. |  |  |
| * There is a named H&S governor, or GB committee, who oversees H&S (not statutory) * Site visits, monitoring and actions are reported to the GB * Necessary steps are taken to address safety concerns * The site manager has attended all statutory training and records are maintained |  |  |
| External providers  (Where the GB provides services or activities directly under the supervision or management of school staff, the school’s arrangements for safeguarding will apply).   * The GB ensures that independent companies to which activities are contracted are aware of and comply with required safeguarding and Child Protection procedures * The GB has a copy of the organisation’s CP and any safeguarding policies * The GB checked that DBS, prohibition and disqualification checks have been carried out * The DSL and/or HT have liaised with the external provider about CP issues and reporting lines * The HT is clear about safer working practice arrangements the provider has in place |  |  |
| Ensures that a child’s wishes are taken into account when determining what action to take and what services to provide (para 99 KCSiE 19) |  |  |
| Safer recruitment   * At least one member of the GB has completed safer recruitment training. (not statutory but helpful and always needed in the recruitment of a new HT.) * The GB ensures that at every interview the school questions attitudes to, and knowledge of, safeguarding. * Safer recruitment and vetting of staff procedures comply with statutory guidance   and are monitored to ensure compliance   * The GB ensures that the SCR is in place and all necessary checks have been completed e.g. DBS, Prohibitions list, overseas checks * The GB ensures that, where relevant, the school has assessed work experience arrangements to ascertain whether it amounts to Regulated Activity. If so a DBS and Barred List check is required. * The GB monitors the SCR. * There are procedures in place to refer to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned. LEGAL REQUIREMENT |  |  |
|  |  |
|  |  |
| Looked after children  The GB ensures   * that there is a designated teacher appointed for promoting LAC pupils’ achievement * all staff have the skills and knowledge to keep looked after children, and previously looked after children, safe |  |  |
| The GB has adopted Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings 2019 (non-statutory)  If not, similar guidance is made available to staff about safe working practice and appropriate professional conduct (including online safety) |  |  |
| The GB ensures that all staff (including agency staff) and adults in school are inducted and receive regular reviews on   * The school’s safeguarding and CP Policy * The role of Designated Safeguarding Leaders (and safeguarding governor) * The Staff Behaviour Code – and ensures it contains acceptable use of technology, staff pupil relationships, communications and use of social media * The school response to children missing education * The local early help process and understand their role in it * What to do if a child discloses that they are being abused and the requirement to maintain an appropriate level of confidentiality. * The school behaviour policy * Part 1 of KCSiE 2019 (and preferably Annex A to support understanding)- including the role of the DSL |  |  |
| The GB ensures that the Child Protection policy is made available to parents e.g. website or school entrance, in the induction pack |  |  |

**SAFETY AND THE PROMOTION OF SAFEGUARDING ON THE SCHOOL SITE (refer also to GB section)** Evidence/comments/action

|  |  |
| --- | --- |
| *‘The physical environment for babies, children and learners is safe and secure and protects them from harm or the risk of harm”* Ofsted 19. |  |
| The employer (in VA schools this is the GB) has primary responsibility for the H&S of the learner and should be managing risks- how is this monitored and evidenced? |  |
| The setting’s premises provide a safe learning environment with secure access  Appropriate arrangements are made with regards the H&S to protect staff and learners from harm |  |
| It is made clear through the school environment that the school is committed to safeguarding children and promoting the welfare of its pupils E.g.   * The names of the DSL and Deputy DSL and s/g governor are displayed throughout the school/ main entrance/ * Named First aiders are displayed throughout school and in the staffroom * There is a s/g noticeboard in the staffroom and main entrance which includes pertinent information e.g. NSPCC whistleblowing number, KCSiE Part 1, referral flow chart, first aiders   Schools are increasingly also providing a central ‘keeping safe’ display for pupils (often near the lunch queue or hall entrance or playground exit, so that pupils can access information e.g. ChildLine, NSPCC, PANTS rule) |  |
| Are visitors informed as to what to do (usually as they sign in)   * In the event of fire? * If they have concerns about a welfare and safety of a child? (may be on the visitor badges) |  |
| Are procedures for visitors to the school consistently applied e.g. signing in, wearing a badge, signing out and return of badge/fob? |  |
| Are the school grounds and buildings safe?   * Are spaces (indoor and outdoor), furniture and equipment suitable and safe? * Are necessary steps taken to prevent the spread of infection? * Are there arrangements in place to ensure dangerous substances are safely stored? (Cleaning fluids etc.) |  |
| Are risk assessments for the premises carried out regularly & communicated to pupils & staff? This includes movement of pupils around the site/ two sites etc (NB chicks, ponds, pets) |  |
| Is the latest H&S report from the LA and/or person responsible for H&S available? (Health and Safety are carefully monitored in effective schools, so that senior managers and governors are aware of areas where improvements could be made with an eye to prevention rather than cure.) |  |
| Are reporting procedures to and by the GB in place for H&S of the site? |  |
| Fire and lockdown   * Are procedures for fire drills in place? How frequently are they held? How are they recorded? Evaluated?Actions recorded? * Are there procedures in place in the event of a lockdown? How are these conveyed to staff (and pupils and parents if school leaders decide to rehearse this- some choose not to- it will depend on pupil age, location of school etc.) |  |
| Is fire signage visible throughout the school?  Is there a recent fire risk assessment with any arising matters and completed actions noted? |  |

**CHECKLIST TO SUPPORT EFFECTIVE FIRST AID AND MEDICINE PROCEDURES–**  also refer to DfE Guidance

|  |  |  |  |
| --- | --- | --- | --- |
|  | | YN | Evidence/comments/action |
| **Care plans for all pupils with medical needs are in place and kept centrally.** Abridged copies are also included in individual wallets and in pertinent places e.g. staffroom. | |  |  |
| **Medicines and first aid boxes**   * There are arrangements in place to ensure medicines are safely stored * Individual named medical boxes/wallets are in place for each child with a medical plan and a small version of the plan in contained within them. * First aid boxes are marked with a white cross on a green background. They are they appropriately stocked * Effective medical practices are in place for school trips, playtimes. Schools are increasingly keeping a medical ‘grap bag/kit’ with inhalers and basic first aid equipment near classroom doors to take with them if needed in an evacuation. A consistent approach to classroom storage and placement is advised. | |  |  |
| **First aid and medical training:**   * An appointed person(s) for first aid? A mix of 3 day, paediatric and 1 day trained first aiders? * Sufficient paediatric trained first aiders in the EYFS? * A trained first aider on every trip? * Sufficient numbers of first aiders in the school to cover for all eventualities? E.g. After-school clubs, trips * Additional training covers appropriate medical needs –e.g. anaphylaxis, asthma, diabetes? | |  |  |
| **Monitoring and review** The school’s first aid needs are reviewed regularly. Medicines/ asthma inhalers/ epi-pens are checked for being in date. Parents are informed re expiry. | |  |  |
| **Communication to staff and pupils**  Pupils with medical needs are highlighted to the relevant staff and pupils (including supply staff?)  Staff and pupils know who the first aiders are. Do supply teachers?  Procedures for head injuries are in place and fully understood by all | |  |  |
| **Communication with parents**  Parents given permission for the use of emergency medication e.g. asthma inhalers, epi pens  Parents have received and agreed a copy of the care plan  Parents are given the opportunity to review their child’s medical information | |  |  |
| **Recording** First aid treatment and medicine given is recorded and includes:   * Date, time and place of incident * Name of child, year group/ class (if more than 1FE) * Details of injury/illness and 1st aid given | * Name and signature of person dealing with injury/incident * What happened to child after treatment- back to class, * In the case of medicine, it records date, dosage and time administered. Is this the case with asthma/epi-pen use? |  |  |
| **Asthma:** refer to guidance on the use of emergency inhalers in schools (Sept 14)  Do all staff know the symptoms of an asthma attack?  Can pupils always access asthma pumps? schools often have 2- one in medical room and one in child’s class/ on them. Does the school have an asthma register? | |  |  |

**SUGGESTIONS FOR LETTINGS/USE OF SCHOOL PREMISES BY EXTERNAL ORGANISATIONS WORKING WITH CHILDREN**

|  |  |
| --- | --- |
| The lettings policy should outline that the school will only allow the use of the school premises if the organisation can provide   * An overview of what it intends to teach so that the GB can make a judgement on whether this is in line with promoting British Values * Copies of its H&S and CP policy and procedures so as to check compliance * Evidence that it has followed safe recruitment practices and staff have the requisite DBS checks   The school should consider and record due diligence checks on the organisation e.g.   * An internet search, checks with the LA community department, Local police enquiry   The school should provide the organisation with clear expectations relating to H&S, security, Child Protection and safeguarding (if organisation working with children) and make it clear to the organisation that it has the right to monitor the organisation’s practice relating to safeguarding as part of its monitoring of all lettings. |  |
| **Schools with attached rental accommodation with access to the school site**   * The school ensures that any risks arising from individuals, other than staff or users, living on or accessing the premises (both those employed by the setting and those who do not work for the organisation), are determined, assessed and acted on * The school mitigates all risks, including those arising from any individuals living on the premises * Access to the premises by other individuals is assessed * When properties on the school grounds are rented to individuals who are not staff, the school can demonstrate that it has fully assessed any risks they may pose to children * The school can demonstrate a high level of vetting of prospective tenants * The school has sought the views of parents and pupils on the impact of rented accommodation linked to the school on them/their children * Staff can demonstrate how they would deal with a safeguarding concern relating to a third-party resident should it arise and how they would monitor the situation and implement safeguarding procedures? * If the tenants have access to outdoor space, the school has clarified when this space can be used, who has access to it and expectations relating to the behaviour of the tenants * the school has identified and taken steps to minimise any potential risks arising * In conclusion: the school can demonstrate that it has FULLY assessed the risks posed by residence or access and is able to explain how children are safeguarded |  |

**Appendix A**

**Possible Risk Assessment for Volunteers** (amend to suit)

This risk assessment should be completed when considering whether a person applying to be a volunteer at the school should be asked to apply for an enhanced DBS certificate.

Name of person applying to be a volunteer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Will the person be in ‘Regulated’ activity? Y N

If yes, an enhanced DBS with Barred list check is required

* Will the person not be in ‘Regulated’ activity? Y N

If no, you may still obtain an enhanced DBS without Barred List Check is you wish

**Considerations to take into account:**

|  |  |
| --- | --- |
| Have you verified the volunteer’s identity? |  |
| Does the volunteer hold a current enhanced DBS  (check if barred list or not) |  |
| Is the volunteer signed up to the DBS Update Service?  Has a check been completed? Is it clear? |  |
| How often will the volunteer be in school? |  |
| What are the reasons given by the person for wanting to volunteer at the school? |  |
| Does the person have any connection with the school? |  |
| Which age range/ year group will he/she be working with? |  |
| Is the person currently employed?  Is the job linked to working with children? |  |
| Does the person work elsewhere with children as a volunteer? E.g. Sunday school, other schools? |  |
| What does the school already know about the volunteer? E.g. parent, family member |  |
| Can the volunteer provide at least one reference (preferably two) from someone who is not a family member, is their current or past employer (if no longer working) or from any other voluntary sector they are working with  Do the references state that the referee believes the person is suitable to work with children? |  |
| Is the volunteer aware of any reason they cannot work with children? |  |
| Is the school aware of any reason why the volunteer should not work with children? |  |

**Decision made following risk assessment** (guidance to support this decision is overleaf)

Application for an enhanced DBS application with Barred List Check IS required

because the person is in Regulated Activity

Enhanced DBS application (without a Barred List Check ) **IS** required

(not in regulated activity)

Reasons for this decision: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Enhanced DBS application (without a Barred List Check) is **NOT** required

(not in regulated activity)

Reasons for this decision:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Headteacher: (name)** | **Chair of Governors: (name)** |
| **Signed:**  **Date:** | **Signed:**  **Date:** |

Guidance to support the decision made

|  |  |
| --- | --- |
|  | HIGH RISK |
| The person has no previous connection to the school AND cannot provide references from anyone other than family. They do not currently work and/or do not work in a voluntary capacity elsewhere  *There is no statutory reason for this person to have an enhanced DBS certificate. However, the school should consider whether the lack of corroborated evidence raises an unacceptable risk.* | |
|  | MEDIUM RISK |
| The person can provide suitable references for other work with children (paid or voluntary). References state they have no concerns about the person working with children.  *There is no statutory reason for this person to apply for an enhanced DBS certificate. However, the school may wish to do so as no enhanced DBS has been seen* | |
|  | LOW RISK |
| The person is signed up to the DBS Update Service and checks are clear and/or  the person has a recent enhanced DBS certificate and references state there are no concerns for his/her suitability to work with children and/or the person is well known by the school  *There is no statutory reason for this person to have an enhanced DBS but the school can decide to obtain a new enhanced DBS (unless the person is signed to the update service and so this is no necessary)* | |

**Appendix B**

**Example of an Annual/termly Safeguarding Report to the GB (adjust accordingly)**

Vulnerable pupil overview

|  |  |
| --- | --- |
| Child Protection (CP) | 3 |
| Children in Need (CIN) | 4 |
| Looked After Children LAC | 5 |
| Agency involvement or school monitoring | 6 |

Meetings attended: e.g. TAC, CP conferences

|  |  |
| --- | --- |
| Case conferences: | 2 |
| CIN review: | 1 |
| LAC: |  |
| Professional meetings: |  |
| TAC (team around the child) |  |

Safeguarding Training and induction

e.g. domestic violence/ Prevent/ FGM date

e.g. Designated officer training, epi-pen training whole school: date:

e.g. Safer recruitment: number of Governors and school staff trained - names can be included

First aiders: number Paediatric x, At Work x, Appointed persons x etc

SCR: approved/ monitored: date(s)

Accidents this term : x pupils (you could also include behaviour incidents separately here)

X adults

Over time

|  |  |  |  |
| --- | --- | --- | --- |
|  | Pupils | Adults | **Total** |
| Autumn |  |  |  |
| Spring |  |  |  |
| Summer |  |  |  |
| **Total** |  |  |  |

Fire drills (and lockdown if carried out):

|  |  |
| --- | --- |
| Autumn term: | Date(s) and action noted |
| Spring term | Date(s) action noted and comment on whether previous actions met |
| Summer term: | As above |

Health & Safety

Inspections of site by H&S governor: actions noted etc (H&S gov can complete this or write a short overview)

Risk Assessments: any changes due to site changes

Any individual Risk Assessments for pupils (no names) and volunteers

Premises: anything of note not already covered e.g. new CCTV etc- suggest any training also included e.g. working at heights, COSHH

Security breaches: (none/1/ etc and details)

Issues/ dev aspects for next year/term: (carry to next report and note progress/actions taken)

Emerging local safeguarding issues and how this may impact curriculum/ safeguarding teaching

**Appendix C**

**Checklist to support monitoring of SCR (statutory requirements only as outlined in KCSiE 19)** This may be useful for governors to use when monitoring the SCR.

|  |  |  |
| --- | --- | --- |
| **Governor SCR checklist**  **Name of Governor: Date check completed:** | | |
| **SCR checklist -statutory requirements**  **NB date for these checks must be included** (not statutory but the initials of who checked them can also be added) | Y/N | comments/actions |
| Identity check (photo id) |  |  |
| Barred list check |  |  |
| Enhanced DBS |  |  |
| Prohibition from teaching  (NB this also includes non- qualified teachers in a ‘teaching’ role) |  |  |
| A section 128 direction check – only GB of a maintained school, and staff with management positions in a MAT |  |  |
| Professional qualifications (QTS) |  |  |
| Right to work in the UK |  |  |
| Overseas checks - if the person has worked/lived outside the UK |  |  |
| Supply staff: the school has checked that the agency has carried out all relevant checks, (DBS, prohibition) obtained appropriate certificates and stated the date this confirmation was received |  |  |
| Governors all have a DBS and a S128 has been carried out |  |  |
| Non-statutory elements  the school can add columns to support safeguarding e.g. training, disqualification, references and note the person checking these |  |  |

**Appendix D**

**Induction checklist elements -to support you in ensuring that all these elements are included in your induction**

*The school ensures that* ***all*** *new staff (and existing staff) including office staff, supply staff and volunteers, undergo safeguarding and child protection training including online safety at induction and that this training is regularly reviewed. Policies and communication* ***should*** *include:*

* The school’s safeguarding and CP Policy
* Staff Behaviour Code – this should include acceptable use of technology, staff/pupil relationships, communications and use of social media
* The school behaviour policy
* Part 1 of KCSiE 2019 and Annex A to support understanding- including the identity and role of the DSL and DDSLs
* The school’s response to children missing from education
* The local early help process and the role of staff members
* All staff should be aware of the referral process (CIN and CP) and the role they may be expected to play in this
* What to do if a child discloses that they are being abused and the requirement to maintain an appropriate level of confidentiality. They should know to never promise a child that they will not tell anyone about the report of abuse.
* Other pertinent policies and documents e.g. School behaviour policy, attendance, school visits, medicines, Safer Working Practice (Best practice in this area is for staff to sign to confirm the receipt of these and any other induction documentation, policy or guidance and that by signing they will undertake to read them and that this is held in staff files or centrally). Evidence for this? **Remember – culture not checklists**

How quickly does induction take place/ before staff start? How do leaders know that this induction has been effective? i.e. staff fully understand policies and procedures rather than simply reading them

Also suggest that this is also a good opportunity to reinforce the schools approach to disqualification under the Childcare Act 2006

**APPENDIX E**

**For the staff code of conduct**

**Guidance for Safer Working Practices**   
The Safer Recruitment Consortium has updated the Guidance for Safer Working Practices. Many of you use this to support your staff behaviour code or code of conduct.

This new update includes aspects which KCSiE 2019 notes as mandatory elements to be included in the school behaviour code, for example, GDPR, Disqualification changes, staff communication with pupils and sexual conduct. There is also helpful information on the curriculum relating to British Values, SMSC and RSE.

**APPENDIX F**

Chronology example for pupils’ CP and CIN records (and also suggest for any pupil with several staff referrals so that patterns can be monitored)

NAME OF SCHOOL

**Child Protection/CIN Chronology**

**Name of child Date of birth**

|  |  |  |
| --- | --- | --- |
| **Disadvantaged Y/N** | **SEN Y/N Ethnicity** | **EAL Y/ N CIN /CP** |

**Date of initial referral: Referred by: school/ external agency**

|  |
| --- |
| **Contact details for Social Worker / linked agency workers** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date &**  **day** | **Time** | **Event** | **Action** | **Item number/**  **letter** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  | **add rows to fit file** |  |  |

**APPENDIX G**

**Example of a referral overview for the HT report**/**safeguarding report to the GB** (which can also demonstrate that all staff know how to make a referral to the DSL. This is helpful for monitoring and for Ofsted requirements)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Referral list term / year** | | | | **Action taken** | | | **Outcomes** – including further actions |
|  | Referred by | Role | Pupil initials and year | In school | External  advice  sought | External  agency  involvement |  |
| 1 | x |  | Gb Y2 | x |  |  | monitor |
| 2 | HY | CT | RY Yr |  | x | x | CAHMS |
| 3 | x | SBM | Qs YR |  | x | x | CIN |
| **total number of referrals:**  number dealt with in school:  number where advice was sought:  number referred onto external agencies: | | | | | | | |

**APPENDIX H**

**Prevent considerations**

* Is there a clear approach to implementing the Prevent Duty and keeping children and learners safe from the dangers of radicalisation and extremism?
* Has the DSL has undertaken Prevent awareness training and does he/she provide advice and support to staff on protecting pupils from the risk of radicalisation
* Have staff received Prevent training so that they are able to identify pupils who may be vulnerable to radicalisation and to challenge extremist ideas?
* Do staff understand when it is appropriate to make a referral to the Channel programme? Is there guidance for staff on this?
* Are there curriculum opportunities to support pupils in critical thinking, British Values, citizenship
* Are key safeguarding policies linked to the prevent duty e.g. CP and online safety
* Are all teachers aware of the risks posed by the online activity of extremist and terrorist groups?
* Is the school satisfied that any resources they use are suitable for pupils?